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ABSTRACT

The unit is intended as part of a world cultures curriculum taught at the 10th grade level. The lessons include: (1) "Mexico in Brief"; (2) "The Mexican American War 1846-1848"; and (3) "History and Educational Status of Americans of Mexican Descent (Chicanos) in the Southwest." Additional resources and a 32-item bibliography accompany the unit. (EH)

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The Republic of Mexico and the United States of America: The Mexican-American War -- In Retrospect. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).

by Pablo Hill Juarez

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

FULBRIGHT-HAYS SUMMER SEMINAR
CURRICULUM PROJECT

THE REPUBLIC OF MEXICO AND THE UNITED STATES OF AMERICA

The Mexican-American War - In Retrospect

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Eastlake High School
Chula Vista, California

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Bonita, California 91902
October 16, 1996

Comision Mexico-Estados Unidos Para
el Intercambio Educativo y Cultural
Doctora Vivian Antaki, Directora de
Programas para Estadounidenses
Biblioteca Benjamin Franklin
Londres No. 16 PB. Col. Juarez,
C.P. 06600 Mexico, D.F.

Dear Dra. Vivian Antaki,

Enclosed is the Curriculum Project for the 1996 Fulbright-Hays Summer Seminar in Mexico.

The summer seminar was very beneficial due to the useful knowledge and information we acquired and especially due to the wonderful people we were given an opportunity to meet that helped enhance our knowledge and appreciation of the wonderful country of Mexico.

In a recent survey from the USOE in Washington D.C., I indicated an interest in serving as a proposal reviewer for these programs and I'm hopeful I will have an opportunity to serve in that capacity.

I'd appreciate the address and telephone number of Carmen Hernández, our outstanding study-tour leader, so that I can forward her some photos.

My sincere regards and best wishes to you and your wonderful family.
Enclosed are some of the photos from the 1996 Mexico study-tour.

Please note that my new telephone number is (619) 267-1184.

¡MIL GRACIAS POR TODO!

Sinceramente,

Pablo H. Juárez Ph.D.

Pablo Hill Juárez, Ph.D.

This lesson is a part of the World Cultures curriculum unit taught at the 10th grade high school level. The lesson includes the following:

I. MEXICO in brief
   A. General information
   B. Land and Climate
   C. Government
   D. People
   E. Population trend
   F. Economy
   G. MAP and facts
   H. Important dates in Mexico

II. THE MEXICAN AMERICAN WAR (1846-1848)
   A. Causes of the war
   B. Events leading up to the war
   C. The War
   D. The occupation of New Mexico and California
   E. Taylor's campaign
   F. Doniphan's victories
   G. Scott's campaign
   H. The peace treaty
   I. Results of the war
   J. Principal battles
   K. Additional resources

III. HISTORY AND EDUCATIONAL STATUS OF AMERICANS OF MEXICAN DESCENT (Chicanos) IN THE SOUTHWEST
   A. Origin of Man in America
   B. Spain and the "New World"
   C. The Spanish-Speaking in the Southwest
   D. Early Exploration of California
   E. Spanish Rule
   F. Mexico's Independence from Spain
   G. U.S. War with Mexico
   H. Treaty of Guadalupe Hidalgo (Map)
   I. California's (Bilingual) Constitution of 1849

ADDITIONAL RESOURCES/BIBLIOGRAPHY

WORLD CULTURES -10

GOALS: 1.0 Students will learn about the history, culture, economy, geography, social structures, and political (democratic process) of the countries of the world.

2.0 Students will interpret differing perspectives on (current and past) issues and events in order to develop the critical thinking skills necessary to be an informed member of this contemporary world.

Objectives:

1.1 With respect to the identification of the process by which democratic principles evolved, students who successfully complete this class will demonstate their abilities to:

1. Identify the historical process, stages and important dates in Mexican history.
2. Identify the role of important people in the independence movement in the Americas.
3. Identify the causes, events and aftermath of the war between the U.S.A. and Mexico (1846-1848).
4. Identify the locations of nations crucial to the development of democatic ideas.
5. Identify the positions of the three major political parties in Mexico (PRI, PAN, and PRD) and review current socio/economic and political content.

P.H. JUAREZ 96/97

1. MEXICO IN BRIEF

Mexico in brief

General information

Capital: Mexico City.
Official language: Spanish. But about 7 percent of Mexicans use Náhuatl, Maya, Zapotec, or some other American Indian language.
Official name: *Estados Unidos Mexicanos* (United Mexican States).
National anthem: "Himno Nacional de México" ("National Anthem of Mexico").
Largest cities: (1980 census; 1988 estimate for Mexico City)
Mexico City (8,235,744)
Guadalajara (1,650,205)
Netzahualcoyotl (1,256,115)
Ecatepec (1,218,135)
Monterrey (1,069,238)

Mexico's flag, adopted in 1821, features a version of the country's coat of arms. The green stands for independence, white for religion, and red for union.

Flag Research Center

Coat of arms. A legend says the Aztec Indians built their capital Tenochtitlan (now Mexico City) where they saw an eagle perched on a cactus and devouring a snake.

Land and climate

Land: Mexico lies in North America. It is bordered by the United States on the north and by Guatemala and Belize on the southeast. The Gulf of Mexico and the Caribbean Sea lie to the east; the Pacific Ocean to the west and south. A chain of high volcanic mountains extends east-west across southern Mexico, just south of Mexico City. Lower mountain chains extend northwestward from each end of the volcanic chain, forming a great U-shape of mountains. Much of north-central Mexico is a high plateau rimmed by these mountain ranges. The Pacific Coast in the far south is rugged and has densely forested areas. The long peninsula of Baja California in the northwest is mostly desert with some mountains. The Yucatan Peninsula in the southeast is flat and forested. Mexico's chief rivers are the Rio Grande (at the U.S. border) and the Balsas.

WORLD BOOK map

Area: 756,066 sq. mi. (1,958,201 km²). *Greatest distances*—north-south, 1,250 mi. (2,012 km); east-west, 1,900 mi. (3,060 km). *Coastline*—6,320 mi. (10,170 km).
Elevation: *Highest*—Pico de Orizaba (also called Citlaltepetl), 18,410 ft. (5,610 m). *Lowest*—near Mexicali, 33 ft. (10 m) below sea level.
Climate: Northwest and north-central Mexico are mostly desert, with hot summers and cool to mild winters. The northeast coast has moderate rainfall with mild winters and warm summers. Central Mexico is dry, with temperatures varying according to altitude. High locations, such as Mexico City, have mild temperatures the year around. Low-altitude locations are warmer. Southern Mexico, including Yucatán, is warm and moist the year around.

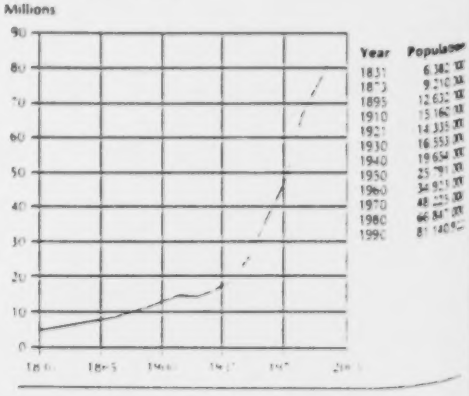
Government

Form of government: Presidential democracy.
Chief executive: President (elected to 6-year term).
Legislature: Congress of two houses—64-member Senate and 500-member Chamber of Deputies.
Judiciary: Highest court is the Supreme Court of Justice.
Political subdivisions: 31 states, 1 federal district.

People

Population: *1995 estimate*—93,670,000; *1990 census*—81,140,922; *2000 estimate*—102,555,000.
Population density: 124 persons per sq. mi. (48 per km²).
Distribution: 75 percent urban, 25 percent rural.
Major ethnic/national groups: Almost entirely Mexican. Most Mexicans are of mixed American Indian and Spanish ancestry; some are entirely Indian or entirely of European descent; a few have partly black or East Asian ancestry.
Major religions: More than 90 percent Roman Catholic; some Protestants, Jews, and American Indian religions.

Population trend



Economy

Chief products: *Agriculture*—corn, beef cattle, milk, wheat, coffee. *Manufacturing*—processed foods, motor vehicles, iron and steel. *Mining*—petroleum, natural gas, iron ore.
Money: *Basic unit*—new peso. For value in U.S. dollars, see Money (table: Exchange rates).
Foreign trade: *Major exports*—petroleum, motor vehicles and engines, coffee. *Major imports*—industrial machinery, electric and electronic equipment, motor vehicles and parts. *Major trading partners*—United States, Japan, Spain, Germany.

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MEXICO

THE LAND OF MEXICO consists of a dry plateau crossed by broad valleys and enclosed to the west and east by mountains, some of which are volcanic. Baja California, the Yucatan Peninsula, and the country's coasts are the main low-lying areas. Mexico was once home to civilizations such as the Maya and Aztec, who built magnificent cities containing plazas, palaces, and pyramids. Lured by legends of fabulous hoards of gold and silver, Spanish conquistadores invaded Mexico in 1519 and destroyed the Aztec Empire. For 300 years the Spanish ruled the country, unifying it with their language and the Roman Catholic religion. Mexico succeeded in winning its independence from Spain by 1821. Today, most Mexicans are *mestizo* – which means they are descendants of the native peoples and the Spanish settlers. Although half the population lives in towns, many people still inhabit areas only accessible on horseback, but rail and air transport are improving. So much of the country is mountainous or dry that only 12 percent of the land can be used for farming. Mexico has vast oil reserves and mineral riches, but suffers from overpopulation and huge foreign debts. The North American Free Trade Agreement (NAFTA) adopted in 1993 promised to strengthen Mexico's economy.

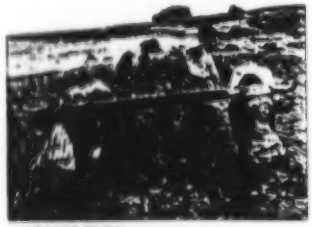
Skeleton made of papier-mâche

THE DAY OF THE DEAD

Mexicans believe that life is like a flower; it slowly opens and then closes again. During the annual festival of the Day of the Dead, the streets are decorated with flowers, and ghoulish skeletons are everywhere.

TEXTILES

Although many fabrics are now machine-made, some Mexicans still practice their traditional art of hand-weaving colorful textiles. This *sarape*, part of the traditional Mexican dress for men, is worn over the shoulder.



AGRICULTURE

Although Mexico is rapidly industrializing, over half the working population still makes its living from farming. They grow crops like corn, beans, and vegetables, and raise cattle, sheep, pigs, and chickens.

Cacti growing on Mexico's dry central plateau.

Teeth made of shell

Aztec mask, inlaid with turquoise, depicting a god

SPIKED DRINKS

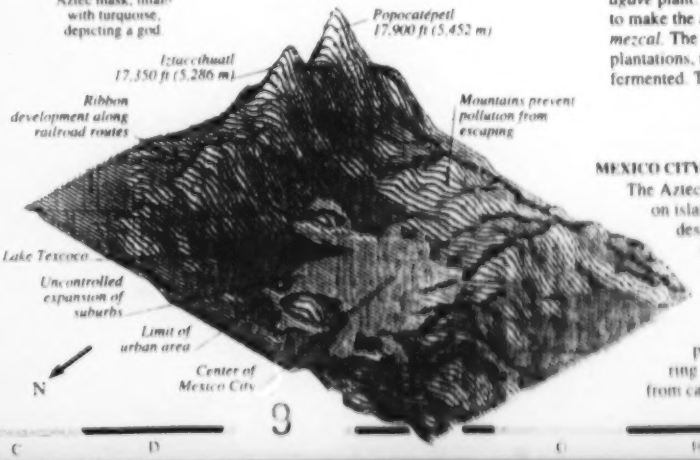
The desert and dry regions of Mexico are home to many varieties of the spiny-leaved *agave* plant. Juice from two varieties is used to make the alcoholic drinks *tequila* and *mezcal*. The *agave* plant is grown on plantations, then cooked, crushed, and fermented. The drink is exported worldwide.

KEYBOX

Tourism. Resort cities like Acapulco attract thousands of visitors to Mexico each year. Tourism is now a vital source of foreign currency. Look for ✈.

Maquiladoras. American raw materials are brought across the border as supply factories, or maquiladoras, where labor costs are lower. Look for ⚙.

Cereals · Fishing · Sugarcane · Mining · Coffee · Oil · Cotton · Industrial center · Various products · Archaeological site



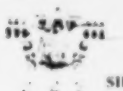
MEXICO CITY

The Aztec capital, Tenochtitlán, was built on islands in Lake Texcoco. The city was destroyed by the Spanish, but modern-day Mexico City is built on the ruins. By AD 2000 it is expected to be the world's largest city, containing over 20 million people. Mexico City is very polluted because it is surrounded by a ring of mountains which trap polluted air from cars and factories.

HOT DISHES

Mexicans eat a wide variety of foods. Chili peppers are an important ingredient and are used to add spice and fire to many dishes. Pancakes, or *tortillas*, form the basis of most meals. They are made from corn or wheat flour and can be filled with meat, vegetables, and cheese.

Red snapper is a favorite dish, fried or grilled.



SILVER

Mexico is rich in minerals. Spanish settlers discovered silver in the mountains of the Sierra Madre in the 16th century. Today, Mexico supplies one-fifth of the world's silver, some of which is made into fine jewelry. Look for ◓

MUSIC

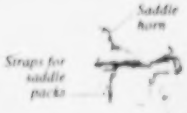
Traditional folk music is very popular in Mexico. *Mariachi* bands like these wear colorful clothes and play and sing in cafés and plazas all over the country.

SOUVENIR SELLERS

Thousands of people find ways of making a living in the crowded streets of Mexico City. Vendors sell food, clothes, and lottery tickets; small boys earn a few *pesos* as fire-eaters while others sell souvenirs to tourists.

THE CHEW IN GUM

In the forests of Mexico grows the wild sapodilla tree, from which a milky white sap called *chicle* is extracted. When processed, the sap becomes a gum, the vital ingredient that makes chewing gum chewy.

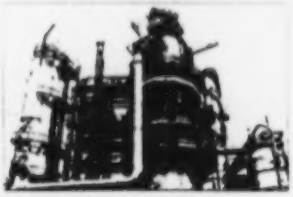


SUPER SADDLERY

Many horses are bred on the northern grasslands. Horses were brought to Mexico by the Spanish in the 16th century. Many Mexicans are expert riders. They use leather saddles made by local craftsmen.

LURE OF THE PAST

This 12th-century Mayan pyramid in the city of Chichén Itzá is one of the many buildings left by the ancient civilizations which once inhabited Mexico. Four stairways lead up to a beautifully carved temple. Look for ▲



BLACK GOLD

Mexico's rich reserves of oil and natural gas are vital to its economy. Oil is found mainly along the Bay of Campeche and sent to refineries like this one. Look for ▲

Cozumel Island, off the coast of the Yucatán Peninsula.

Popocatépetl is a dormant snow-covered volcano.

Colossal stone head made by the Olmec people, the first Central American civilization.

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Important dates in Mexico

c. 2000 B.C. Village life developed in the Valley of Mexico.

c. A.D. 250-900 Great Indian civilizations thrived during the Classic Period.

c. 900-1200 The Toltec empire controlled the Valley of Mexico.

1325 (According to legend) The Aztec founded Tenochtitlan (now Mexico City).

1519-1521 Hernando Cortés conquered the Aztec empire for Spain.

1810 Miguel Hidalgo y Costilla began the Mexican struggle for independence.

1821 Mexico won independence.

1836 Texas won independence from Mexico.

1846-1848 The United States defeated Mexico in the Mexican War and won much Mexican territory.

1855 A liberal government under Benito Juárez began a period of reform.

1863 French troops occupied Mexico City.

1864 Maximilian of Austria became emperor of Mexico.

1867 Liberal forces led by Benito Juárez regained power.

1876-1880 and **1884-1911** Porfirio Díaz ruled Mexico as dictator.

1910-1911 Francisco I. Madero overthrew Díaz.

1917 A revolutionary constitution was adopted.

1920 The government began making revolutionary social and economic reforms.

1929 The National Revolutionary Party (now called Institutional Revolutionary Party) was formed.

1934 The government began a major program of land distribution to farmers.

1938 Mexico took over foreign oil company properties.

1942-1960 Mexico's industries expanded significantly.

1953 Women received the right to vote in all elections.

1968 Government troops put down student demonstrations in Mexico City.

1970's Major new petroleum deposits were discovered on the Gulf of Mexico coast.

1985 Two earthquakes struck south-central Mexico, killing about 10,000 people.

1994 NAFTA (North American Free Trade Agreement) took effect, providing for the gradual elimination of trade barriers among Mexico, the United States, and Canada.

II. THE MEXICAN-AMERICAN WAR (1846 - 1848)

Mexican War (1846-1848) was fought between the United States and Mexico over disagreements that had been accumulating for two decades. In the course of the war, United States forces invaded Mexico and occupied the capital, Mexico City. By the Treaty of Guadalupe Hidalgo, the United States acquired from Mexico the regions of California, Nevada, and Utah, most of Arizona and New Mexico, and parts of Colorado and Wyoming. But many historians believe the war was an unnecessary attack on a weaker nation.

Causes of the war

Background of the war. In 1835, Texas revolted against the Mexican government, which then controlled the region. Texans established the Republic of Texas in 1836, but Mexico refused to recognize Texas' independence. The Mexican government warned the United States that if Texas were admitted to the Union, Mexico would break off diplomatic relations with the United States. James K. Polk was elected U.S. President in 1844. He favored the expansion of U.S. territory and supported the annexation of Texas. Texas was made a state in 1845, and Mexico broke off relations with the United States. At this point, the dispute could have been settled by peaceful means. But the United States wanted additional Mexican territory, and other quarrels developed.

One of these disputes was the question of the boundary between Texas and Mexico. Texas claimed the Rio Grande as its southwestern border. Mexico said that Texas had never extended farther than the Nueces River. Also, the U.S. government claimed that Mexico owed U.S. citizens about $3 million to make up for lives and

WORLD BOOK map

Campaigns of the Mexican War took place chiefly in Mexico, California, and Texas. The war ended soon after United States troops led by Major General Winfield Scott won a series of major battles and occupied Mexico City.

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property that had been lost in Mexico since Mexico's war for independence from Spain ended in 1821. By the 1840's, many Americans demanded that the United States collect these debts by force.

More important was a growing feeling in the United States that the country had a "manifest destiny" to expand westward into new lands (see **Manifest destiny**). The westward movement had brought Americans into Mexican territory, especially California. Mexico was too weak to control or populate its northern territories. Both American and Mexican inhabitants were discontented with Mexican rule. California seemed almost ready to declare itself independent.

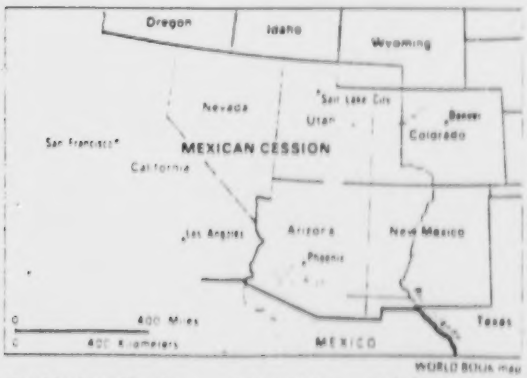
Events leading up to the war. In the fall of 1845, President Polk sent John Slidell to Mexico as American minister. Slidell was to offer Mexico $25 million and cancel all claims for damages if Mexico would accept the Rio Grande boundary and sell New Mexico and California to the United States. If Mexico refused to sell the territories, Slidell was to offer to cancel the claims on condition that Mexico agreed to the Rio Grande boundary. While Slidell was in Mexico, a new Mexican president came to power. Both the old and new presidents were afraid their enemies would denounce them as cowards if they made concessions to the United States. They refused to see Slidell, who came home and told Polk that Mexico needed to be "chastised."

Meanwhile, Polk had ordered Major General Zachary Taylor, who was stationed with about 4,000 men on the Nueces River, to advance to the Rio Grande. Taylor reached the river in April 1846. On April 25, a party of Mexican soldiers surprised and defeated a small group of American cavalry just north of the Rio Grande.

Polk had wanted to ask Congress to declare war on Mexico. The news of the battle gave him the chance to say that Mexico had "invaded our territory and shed American blood on American soil." In reality, Mexico had as good a claim as the United States to the soil where the blood was shed. But on May 13, 1846, Congress declared war on Mexico.

The war

The Americans had two aims. They wanted to add to the United States the territory that Mexico had been asked to sell. They also wished to invade Mexico to force the Mexicans to accept the loss of the territory.



The Mexican Cession was the land Mexico *ceded* (gave up) to the United States in the Mexican War. The cession covered what are now California, Nevada, Utah, and parts of four other states.

The occupation of New Mexico and California. In June 1846, General Stephen W. Kearny set out with about 1,700 troops from Fort Leavenworth, Kans., to capture New Mexico. In August, the expedition entered the New Mexican town of Santa Fe and took control of New Mexico. The next month, Kearny pushed across the desert to California.

Meanwhile, in June 1846, a group of American settlers led by U.S. Army officer John C. Frémont revolted in California against the Mexican government. This rebellion became known as the Bear Flag Revolt because of the portrayal of a grizzly bear on the settlers' flag. In July U.S. naval forces under Commodore John D. Sloat captured the California town of Monterey and occupied the San Francisco area. On December 6, Kearny led about 100 troops in the bloody Battle of San Pasqual near San Diego. Reinforcements from San Diego helped save the small American army. In January 1847, U.S. troops under Kearny and Commodore Robert F. Stockton of the Navy won the Battle of San Gabriel near Los Angeles. This victory completed the American conquest of California.

Taylor's campaign. Before war officially began, General Zachary Taylor had driven the Mexicans across the lower Rio Grande to Matamoros in the two battles of Palo Alto and Resaca de la Palma. These battles occurred on May 8 and 9, 1846. On May 18, Taylor crossed the river and occupied Matamoros. After waiting for new troops, he moved his army up the river and marched against the important city of Monterrey. Monterrey fell on September 24, after a hard-fought battle. Before the end of the year, Taylor had occupied Saltillo and Victoria, important towns of northeastern Mexico. However, Mexico still refused to negotiate with the United States.

Polk and his advisers decided to land an army at Veracruz, on the east coast, and strike a blow at Mexico City. Many of Taylor's best troops were ordered to join Major General Winfield Scott, who was placed in charge of the new campaign. President Antonio Lopez de Santa Anna of Mexico commanded the Mexican Army. He learned of the American plans and immediately led a large army against Taylor at Buena Vista, in the mountains beyond Saltillo. Although the Mexican forces nearly overran the U.S. positions, Taylor's troops eventually defeated them. General Taylor became a hero because of his victories and was elected President of the United States in 1848.

Doniphan's victories. In December 1846, Colonel Alexander W. Doniphan led about 850 troops south from Santa Fe to capture the Mexican city of Chihuahua. The American troops defeated a Mexican army at El Brazito on Christmas Day. Doniphan's army won the famous Battle of the Sacramento, fought just outside Chihuahua on Feb. 28, 1847. The Americans occupied the city on March 1.

Scott's campaign. General Scott was at this time the officer of highest rank in the United States Army. With a force of about 10,000 men, he landed near Veracruz on March 9, 1847. Twenty days later he captured the city, and on April 8 he began his advance toward the Mexican capital. The American army stormed a mountain pass at Cerro Gordo on April 17 and 18 and pushed on. Near Mexico City, American troops fought and won the

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battles of Contreras and Churubusco on August 19 and 20. The Mexican Army was superior in numbers but poorly equipped and poorly led.

After a two weeks' armistice, the Americans won a battle at Molino del Rey and stormed and captured the hilltop fortress of Chapultepec. On the following day the Americans marched into Mexico City.

The peace treaty. Despite all the American victories, Mexico refused to negotiate a peace treaty. In April 1847, Polk had sent Nicholas P. Trist, Chief Clerk of the Department of State, to join Scott's army in Mexico and attempt to open diplomatic negotiations with Santa Anna. When the armistice of August failed, the President recalled Trist. But Santa Anna resigned shortly after Scott entered the Mexican capital. Mexico established a new government, and it feared that it might lose even more territory if it did not accept the American demands. At the request of the Mexican leaders and General Scott, Trist agreed to remain in Mexico against Polk's orders and negotiate a settlement.

The treaty was signed on Feb. 2, 1848, at the village of Guadalupe Hidalgo, near Mexico City. By this time, many people in the United States wanted to annex all Mexico. But the treaty required Mexico to give up only the territory Polk had originally asked for. The United States paid Mexico $15 million for this territory, known as the Mexican Cession. In 1853, the Gadsden Purchase gave an additional 29,640 square miles (76,767 square kilometers) to the United States (see **Gadsden Purchase**).

Results of the war. The United States gained more than 525,000 square miles (1,360,000 square kilometers) of territory as a result of the Mexican War. But the war also revived the quarrels over slavery. Here was new territory. Was it to be slave or free? The Compromise of 1850 made California a free state and established the principle of "popular sovereignty." That meant letting the people of a territory decide whether it would be slave or free. However, popular sovereignty later led to bitter disagreement and became one of the underlying causes of the American Civil War. See **Compromise of 1850; Popular sovereignty.**

The Mexican War gave training to many officers who later fought in the Civil War. Civil War officers who also fought in the Mexican War included Ulysses S. Grant, William T. Sherman, George B. McClellan, George Gordon Meade, Robert E. Lee, Stonewall Jackson, and Jefferson Davis.

Bettmann Archive

The Battle of Palo Alto was one of the earliest battles of the war. General Zachary Taylor's troops defeated the Mexicans near Brownsville, Tex., five days before the war officially began.

Principal battles

The chief battles of the Mexican War included:

Palo Alto, *PAL oh AL toh,* was one of the earliest battles of the war. General Taylor's troops defeated Mexican forces under General Mariano Arista on May 8, 1846, on a plain northeast of Brownsville, Tex.

Resaca de la Palma, *ray SAH kuh day lah PAHL muh.* A 2,300-man army under Taylor crushed 5,000 Mexican soldiers under Arista in Cameron County, near Brownsville, Tex., on May 9, 1846. General Taylor's two victories allowed him to cross the Rio Grande and to invade Mexico.

Buena Vista, *BWAY nah VEES tah.* Near the ranch of Buena Vista, Mexico, Taylor's force of about 5,000 men defended a narrow mountain pass against Santa Anna's army made up of from 16,000 to 20,000 men. Through this battle, fought on Feb. 22 and 23, 1847, the American forces established their hold on northeastern Mexico.

Cerro Gordo, *SEHR oh GAWR doh,* ranks among the most important battles the Americans fought on the march from Veracruz to Mexico City. A mountain pass near Jalapa, Cerro Gordo lies 60 miles (97 kilometers) northwest of Veracruz. General Scott's 9,000-man force attacked 13,000 Mexicans under Santa Anna, and forced them to flee. The battle, fought on April 17 and 18, 1847, cleared the way to Mexico City.

Churubusco, *choo roo VOOS koh.* In the small village of Churubusco, 6 miles (10 kilometers) south of Mexico City, Scott's invading army won another major victory on Aug. 20, 1847. Scott's soldiers stormed the fortified camp of Contreras, then attacked the Mexican force at Churubusco. The Mexicans finally fled, and sought refuge within the walls of the capital city. The Americans had about 9,000 men in the battle; the Mexicans, about 30,000.

Chapultepec, *chuh PUHL tuh PEHK,* was the last battle of the war before the capture of Mexico City. On Sept. 12, 1847, Scott's men attacked Chapultepec, a fortified hill guarding the city gates. The attacks continued the following day until the Mexicans retreated to Mexico City. On September 14, Scott's troops entered the Mexican capital.

Joseph A. Stout, Jr.

Related articles in *World Book* include:

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McClellan, George B.
Mexico (War with Texas and the U.S.)
Polk, James K.
Santa Anna, Antonio L. de
Scott, Winfield
Taylor, Zachary
Texas (History)
Wilmot Proviso

Additional resources

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Johannsen, Robert W. *To the Halls of the Montezumas: The Mexican War in the American Imagination.* Oxford, 1985.

Lawson, Don. *The United States in the Mexican War.* Abelard-Schuman, 1976. Suitable for younger readers.

Smith, Justin H. *The War with Mexico.* 2 vols. Peter Smith, 1963. First published in 1919. A classic study.

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Cuauhtémoc
De la Madrid Hurtado, Miguel
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Orozco, José C.
Paz, Octavio
Rivera, Diego
Ruiz Cortines, Adolfo
Salinas de Gortari, Carlos
Santa Anna, Antonio López de
Siqueiros, David
Tamayo, Rufino
Victoria, Guadalupe
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Zedillo Ponce de León, Ernesto

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History

Aztec
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Indian, American
Maya
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Toltec Indians
Yaqui Indians
Zapotec Indians

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Gulf of Mexico
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Orizaba, Pico de
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Río Grande
Sierra Madre
Tehuantepec, Isthmus of
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Other related articles

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To which ancestral group do most Mexicans belong?
What is the largest main land region of Mexico?
About how much of Mexico can support crops?
How did the discovery of petroleum deposits during the 1970's affect the Mexican economy?
What are some words that came from Mexico and are used in the United States?
What powers does Mexico's president have?
Who were the *peninsulares*? The *creoles*?
What is the chief food of most Mexicans?
Why did United States forces seize Veracruz in 1914?
What is Mexico's most important religious holiday?

Reading and Study Guide

See *Mexico* in the Research Guide/Index, Volume 22, for a *Reading and Study Guide*.

Additional resources

Level I

Casagrande, Louis B., and Johnson, S. A. *Focus on Mexico: Modern Life in an Ancient Land.* Lerner, 1986.

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M Volume 13

The World Book Encyclopedia

The World Book Encyclopedia

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III. HISTORY AND EDUCATIONAL STATUS OF AMERICANS OF MEXICAN DESCENT (CHICANOS) IN THE SOUTWEST

HISTORY AND EDUCATIONAL STATUS OF AMERICANS OF MEXICAN DESCENT (CHICANOS) IN THE SOUTHWEST

This section traces the history of Americans of Mexican descent (Chicanos) from their origins to present-day California. Various statements by historians. educators and other scholars serve to provide a review of historical highlights that illustrate the complex and dynamic linguistic and cultural heritage of the Chicano.

The linguistic and cultural heritage of the Americans of Mexican descent (Chicanos) is of immense diversity. His ancestral roots, of Asian origin, include the first inhabitants of today's American continent.

Origin of Man in America

> Many millenniums before our era, some 30 or more, the ice which then covered the Bering Strait and even a large part of what is today the United States, gave way to successive waves of migrations which spread across all the American continent progressively. Furthermore, there exists the possibility of some sporadic sea contacts with groups from Polynesia, making use of the trans-pacific currents.[1]

His ancestral roots, of European origin, also include the first white settlers that came to the "new world" from Spain. The Indo-Hispanic heritage of Americans of Mexican descent has resulted in a highly heterogeneous group in an area explored by the Spanish conquistadores when Spain was a world power. Today, the United States occupies a position of world power and the American Southwest has a significant portion of the human and material resources of the nation. It

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[1]Paul Gendrop, Ancient Mexico/El Mexico Antiguo, Serie Cultura Mexicana, Subsecretaria De Asuntos Culturales. Mexico City, Mexico, 1970, p. 8.

is against this historical panorama and an assessment of present-day conditions that the reality of the Chicano, and others who inhabit the Southwest, can best be understood.

Spain and the "New World"

> When Spain, in the phenomenally expansive mood of its Golden Age, came to what today is Mexico, it did not come to a wilderness nor to a cultural vacuum. There were millions of people in the area that came to be known as New Spain, people who presented a kaleidoscope of cultures, of languages, and of degrees of civilization. Conservative estimates place their number at ten million, although there are authoritative sources that go far beyond this estimate.[2]

In referring to the Indo-Hispanic history and linguistic heritage that now belongs to Americans of Mexican descent (Chicanos) in the Southwest, Dr. George I. Sánchez stated:

> The centuries of contact between the invaders from the Iberian peninsula and the peoples they conquered gave a wondrous flavor to the language of New Spain. It is this well-seasoned Spanish that is the heritage of the Americans of Mexican descent in the Southwest.[3]

The Spanish-Speaking in the Southwest

The large and diverse group known today as

---

[2]George I. Sánchez, "History, Culture, and Education," La Raza: Forgotten Americans, ed. Julian Samora. South Bend, Ind.: University of Notre Dame Press, 1966, p. 4.

[3]Ibid., p. 5.

Spanish-speaking or of Spanish-speaking heritage, has an impressive history that spans across more than three and a half centures as was described by Dr. Sánchez:

> Spanish-speaking people have been settled in the Southwest for more than 350 years. The villages north of Santa Fe, New Mexico, founded in 1598, are second only to St. Augustine, Florida, settled in 1565, as the oldest settlements of Europeans on the mainland of the United States. The New Mexico settlements, followed a century later by those in Texas and later by those in California, represent a Spanish colonial effort that left an indelible imprint upon the history and culture of the Southwest and the United States. More important, that colonial endeavor left people from California to Texas whose descendants constitute a part of the group we now refer to, very loosely, as Spanish-speaking.[4]

Early Exploration of California

The early exploration of California, as described by Edward and Evelyn Salitore, revealed the daring spirit of the first white explorers as they charted new lands for the Spanish crown.

> Francisco de Ulloa was sent by Hernando Cortes, the Spanish conqueror of Mexico, to explore the Gulf of California in 1539. Ulloa sailed from Acapulco and was the first to discover that Baja California was a peninsula and not an island He explored both sides of the gulf and then sailed around the southern tip and up to the west coast to the Isla de Cedros.
>
> The name "California," undoubtedly taken from the 15th Century Spanish novel Las Sergas de Esplandian [italics in the original], came into usage a short time after Ulloa's voyage.

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[4]Ibid.

> According to the story, "California" was a mythical island near the Garden of Eden and was inhabited by beautiful, Amazon-like women. Beyond its rugged coastline could be found gold and precious stones.
>
> In 1540, the viceroy of New Spain sent an expedition to explore the area surrounding the mouth of the Colorado River. Hernando de Alarcon, also noting that Baja California was a peninsula, went up to the Colorado and named it "Río de Nuestra Señora de Buena Guía." Accounts differ as to the exact distance he travelled in the area near present-day Yuma, but it is quite possible that Alarcon was the first European to have set foot in California.
>
> Credit for the actual discovery of Alta California, however, belongs to Juan Rodriguez Cabrillo, . . . who entered San Diego Bay on September 28, 1542. Naming the harbor San Miguel, Cabrillo established Spanish sovereignty on that day.[5]

Dr. Julian Samora described how the newly-found land underwent various stages of political transition that directly affected the lives of the Spanish-speaking population.

> . . . the Spanish-speaking people in this country were by nationality first Spanish (1598-1823), then Mexican (1823-1849), and then American, following the Treaty of Guadalupe-Hidalgo. It has been estimated that by 1850 there were 100,000 Spanish-Americans in the United States.[6]

Spanish Rule

During the period of Spanish rule numerous

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[5]Edward V. Salitore and Evelyn D. Salitore, Past Present Future California. Lakewood, Ca.: California Almanac Co., 1969, pp. 13-14.

[6]Julian Samora, ed., La Raza: Forgotten Americans. South Bend, Ind.: University of Notre Dame Press, 1966, p. xii.

expeditions were made and various settlements established.

> The 16th and 17th centuries were . . . marked by expeditions into what is now the American Southwest by such adventurers as Cabeza de Vaca and Coronado. It was in New Mexico that the first permanent Spanish settlement of this area was made, with the discovery of silver in Zacatecas in 1548. This was more than 50 years before the English settlers reached our eastern shores. Santa Fe was established in 1609, two years after the English first settled in Virginia. The first permanent Texas settlement (1690) was also made by the Spaniards, this time not for silver but for fear of a French invasion. For approximately three centuries Spanish was thus the dominant tongue of the rulers of the Southwest. This period ended around the mid-nineteenth century.[7]

Mexico's Independence from Spain

Mexico became independent from Spain in 1823. By 1833, Spain had been driven out of the New World. This left the young American republic it had previously ruled, including Mexico, to chart their own destiny. The Republic of Mexico's northwest territory, far removed from the central government and sparsely populated, resulted in the expansion of the United States into what is now the American Southwest.

U.S. War with Mexico

The frontier of the United States was pushed to

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[7]Carol Phillips, "Spanish-Speakers in the United States: Mexican Americans, Puerto Ricans, and Cubans," Bilingual Schooling in the United States, Vol. II, eds. Theodore Andersson and Mildred Boyer. Austin, Texas: Southwest Educational Development Laboratory, 1970, pp. 106-107.

the Pacific Ocean in one of the most unpopular wars in U.S. history:

> Throughout most of the country, the prevailing mood was bitterly against the war. Kentucky's Henry Clay, who had fanned the flames of war three decades earlier, now found himself on the side of peace. Said he: "This is no war of defense, but one of unnecessary and offensive aggression." Daniel Webster suggested Polk's impeachment for involving the U.S. in war without congressional consent. It was, Webster insisted, " a war of pretexts"--a pretext that Mexico had invaded U.S. territory, a pretext that Mexico had declined to receive a U.S. emissary, a pretext that Mexico had refused to pay just U.S. claims.
>
> In Congress, Abe Lincoln proposed the famous "Spot Resolution," demanding that the Administration specify the exact spot on which Mexico had, in the words of Polk's war message, "shed American blood upon the American soil." Lincoln, like many other Americans, suspected that U.S. troops had provoked the incident inside Mexico. The war was particularly unpopular among U.S. intellectuals. Henry Thoreau spent a night in the Concord jail for refusing to pay his state poll tax. Next day, he returned to Walden Pond to write his famous essay on Civil Disobedience [italics in the original]. Ralph Waldo Emerson warned that "the U.S. will conquer Mexico, but it will be as the man swallows the arsenic, which brings him down in turn. Mexico will poison us."[8]

Richardson, in Documents of American History, in commenting on Polk's message on war with Mexico, May 11, 1846, wrote:

> This notorious message, declaring that "Mexico . . . had shed American blood upon the American soil," led to a declaration of war,

---

[8]"Divided We Stand: The Unpopularity of U.S. Wars," Time Magazine, October 6, 1967, p. 30.

> May 13. Whether the territory between the Nueces and the Rio Grande, where this act of war took place, was actually American territory, is highly controversial. In any event, Polk and his Cabinet had determined upon war as early as May 9, so that the alleged provocation for the war was not the real one.[9]

The signing of the Treaty of Guadalupe Hidalgo on February 2, 1848 assigned the Mexican Cession to the United States and placed its predominantly Spanish-speaking inhabitants under the political rule of a new nation.

> At this point the power shifted from the Spanish-speaking majority to the English-speaking minority, and those who had fought on the Mexican side (not all Spanish-speakers did) became a conquered people and second class citizens. English speakers who commanded a Spanish-speaking labor force were not blind to the darker skins of their workers, and at that time the social and economic base of Texas was much like that of the Southeast, i.e., centered around white supremacy.[10]

A map of the border changes as a result of the Treaty of Guadalupe Hidalgo shows the substantial area that became part of the United States of America (Figure 1).

Treaty of Guadalupe Hidalgo

> . . . they will become strangers in their own country.
>
> José Ramon Pacheco
> Former Minister to Santa Ana

---

[9]James Richardson, ed., Messages and Papers, Vol. IV, cited in Documents of American History, ed. Henry Steele Commager. New York: F. S. Crofts & Co., 1934, p. 310.

[10]Carol Phillips, "Spanish-Speakers in the United States: Mexican Americans, Puerto Ricans, and Cubans," p. 107.

Figure 1. Map of Border Changes as a Result of the Treaty of Guadalupe Hidalgo

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On February 2, 1848, the Treaty of Guadalupe Hidalgo was signed at the ancient shrine of Our Lady of Guadalupe a few miles from Mexico City. Article VIII read:

> Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside, or to remove at any time to the Mexican republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected, on this account, to any contribution, tax, or charge whatever.
>
> Those who shall prefer to remain in the said territories, may either retain the title and rights of Mexican citizens, or acquire those of citizens of the United States. But they shall be under the obligation to make their election within one year from the date of the exchange of ratifications of this treaty; and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.
>
> In the said territories, property of every kind, now belonging to Mexicans not established there, shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract, shall enjoy with respect to it guarantees equally ample as if the same belonged to citizens of the United States.[11]

---

[11] El Trato de Guadalupe Hidalgo, The Treaty of Guadalupe Hidalgo, 1848, A facsimile Reproduction of the Mexican Instrument of Ratification and Related Documents. Sacramento, California: Telefact Foundation and California State Department of Education, 1968, pp. 54-56.

Article IX read:

> The Mexicans who, in the territories aforesaid, shall not preserve the character of citizens of the Mexican republic conformably with what is stipulated in the preceding article, shall be incorporated into the Union of the United States, and admitted as soon as possible, according to the principles of the federal constitution, to the enjoyment of all the rights of citizens of the United States. In the meantime they shall be maintained and protected in the enjoyment of their liberty, their property, and the civil rights now vested in them according to the Mexican laws. With respect to political rights, their condition shall be on an equality with that of the inhabitants of the other territories of the United States, and at least equally good as that of the inhabitants of Louisiana and the Floridas, when these provinces, by transfer from the French republic and the crown of Spain, became territories of the United States.[12]

President Polk was faced with having the United States Senate ratify a treaty signed by Nicholas P. Trist, an agent whose authority to speak for the U.S. Government had been withdrawn months earlier. When the U.S. Senate ratified the treaty they eliminated the original Article IX and inserted what was essentially the same article as in the Louisiana Treaty of 1803:

> The inhabitants of the ceded territory shall be incorporated in the Union of the United States and admitted as soon as possible, according to the principles of the federal constitution, to the enjoyment of all the rights, advantages, and immunities of citizens of the United States; and in the meantime they shall be maintained and protected in the free enjoyment of their liberty, property and the religion which they profess.[13]

---

[12]Ibid., pp. 56-57.

[13]Ibid., p. 22.

Protocol

In the city of Queretaro on the twenty-sixth of the month of May eighteen hundred and forty-eight at a conference between Their Excellencies Nathan Clifford and Ambrose H. Sevier, Commissioners of the United States of America, with full powers from their Government to make to the Mexican Republic suitable explanations in regard to the amendments which the Senate and Government of the said United States have made in the treaty of peace, friendship, limits and definitive settlement between the two Republics, signed in Guadalupe Hidalgo, on the second day of February of the present year, and His Excellency Don Luis de la Rosa, Minister of Foreign Affairs of the Republic of Mexico, it was agreed, after adequate conversation respecting the changes alluded to, to record in the present protocol the following explanations which Their aforesaid Excellencies the Commissioners gave in the name of their Government and in fulfillment of the Commission conferred upon them near the Mexican Republic.

First.

The American Government by suppressing the IXth article of the Treaty of Guadalupe and substituting the III article of the Treaty of Louisiana did not intend to diminish in any way what was agreed upon by the aforesaid article IXth in favor of the inhabitants of the territories ceded by Mexico. Its understanding that all of that agreement is contained in the III article of the Treaty of Louisiana. In consequence, all the privileges and guarantees, civil political and religious, which would have been possessed by the inhabitants of the ceded territories, if the IXth article of the Treaty had been retained, will be enjoyed by them without any difference under the article which has been substituted.

Second.

The American Government by suppressing the Xth article of the Treaty of Guadalupe did not in any way intend to annul the grants of lands made by Mexico in the ceded territories. These grants, notwithstanding the suppression of the article of the Treaty, preserve the legal value which they may possess and the grantees may cause their legitimate titles to be acknowledged before the American tribunals.

> Conformably to the law of the United States, legitimate titles to every description of property, personal and real, existing in the ceded territories, are those which were legitimate titles under the Mexican law in California and New Mexico up to the 13th of May, 1846, and in Texas up to the 2d of March 1836.
>
> Third.
>
> The Government of the United States by suppressing the concluding paragraph of article XIIth of the Treaty, did not intend to deprive the Mexican Republic of the free and unrestrained faculty of ceding, conveying or transferring at any time (as it may judge best) the sum of the twelve millions of dollars which the same Government of the United States is to deliver in the places designated by the amended article.
>
> And these explanations having been accepted by the Minister of Foreign Affairs of the Mexican Republic, he declared in name of his Government that with the understanding conveyed by them, the same Government would proceed to ratify the Treaty of Guadalupe as modified by the Senate and Government of the United States. In testimony of which their Excellencies the aforesaid Commissioners and the Minister have signed and sealed in quintuplicate the present protocol.[14]

On January 24, 1848, nine days before Mexico signed the Treaty of Guadalupe Hidalgo, gold was discovered by James W. Marshall, foreman of John Sutter's sawmill at Coloma on the American River in El Dorado County, which resulted in a rapid population growth for California as noted in the following:

> Among the gold seekers entering California in 1848-49, were an estimated 50,000 Americans. This

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[14]Edward V. Salitore and Evelyn D. Salitore, Past Present Future California, pp. 59, 61.

> figure swelled in the next 12 months, bringing the total number of new Californians to 92,597.[15]

As is noted below, the Spanish-speaking population became a minority group shortly after the discovery of gold and the Anglo-American group ascended to a position of economic and political power.

> At the end of 1848, there were approximately 15,000 residents in California, half of Mexican descent. But the Gold Rush quickly changed that. Within a year the population expanded to approximately 95,000 people, almost all Anglo-Americans. The Gold Rush not only initiated a monumental increase in the Anglo population but also resulted in a struggle over land, both of which operated to the political detriment of the Spanish-speaking natives.[16]

California's (Bilingual) Constitution of 1849

From the time the Treaty of Guadalupe Hidalgo was signed, California had been without an official civil government, except that provided by local alcaldes. After the U.S. Congress adjourned for the third time without having made any provision for a government for California, General Riley asserted his authority by issuing a call for a Constitutional Convention.

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[15]Ibid., p. 62.

[16]Arnold H. Leibowitz, Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools, U.S., Educational Resources Information Center, ERIC Document ED 047 321, March, 1971.

California has the unique distinction among the States of the Union of adopting a Constitution and electing Senators and representatives to the Federal Congress before it became a State of the Union!

The procedures established by Congress for admission to Statehood were that newly acquired lands first be organized as territories by their citizens before they could apply for statehood. but conditions in California dictated otherwise. When General Riley called for a convention of delegates to meet in Monterey in September 1849, the first order of business was to decide against the creation of a territorial government and to establish a Constitution as a State of the Union. There was some hesitancy on the part of delegates from the southern half of the state because they suddenly saw themselves outnumbered by the great influx of people to the gold fields in northern and central California.

Most of the 48 delegates who gathered in Colton Hall in Monterey in September 1849 were young men, more than 30 of them less than 40 years of age. None were less-than 30 years of age, and the oldest delegate was 53 years old. The occupations were varied. There were 14 lawyers, 11 farmers, and seven merchants. It is probable that a large number of the members were temporarily at least, miners. Fifteen of the members may be considered as from the southern states and there were 23 members from the northern states. The northern members had also been in California for a'greater number of years. There were seven native Californians, and five foreign born members; one each from France, Scotland, Switzerland, Ireland, and Spain.

The eight Spanish speaking delegates to the Convention sat at their own table. Their translator was William Hartnell, an English merchant who married a Mexican girl, and who had become thoroughly hispanisized (familiar with the Spanish language, history, custom and law). Each section of the Constitution was translated and discussed as it was written. The Californios were especially active in those discussions that eventually assured California's entrance as a free State of the Union (Article 1, Sec. 18). When one section sought to prohibit the voting rights of Negroes and Indians, Pablo de la Guerra defended the rights of all citizens to vote providing they met the qualifications of responsible citizenship, which was, in those days,

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the ownership of property. The section on suffrage that was finally adopted limited the suffrage to white citizens but included those Mexicans and Indians who became American citizens in accordance with the Treaty of Guadalupe Hidalgo.

The convention at Monterey lasted for six weeks and constructed a governmental framework similar to that of the states of Iowa and of New York. Seven Constitutional offices, comprising the Executive branch of Government, to be elected for two year periods were: Governor, Lt. Governor, Attorney General, Controller, Treasurer, Surveyor General, and Superintendent of Public Instruction. The Secretary of State was appointed by the Governor.

Legislative powers were vested in a bicameral body, consisting of a Senate and an Assembly, elected for two-year and one-year terms respectively. Representation in both houses was decided according to population. Amendments to the Constitution were to be proposed by the affirmative vote of both houses, and were ratified by popular vote.

An elective judiciary consisting of four levels of courts was also provided by the Constitution of 1849. A Supreme Court, District Courts, County Courts, and local Justice Courts were established.[17]

. . . . . .

The Constitution of 1849 was voted on and adopted November 13, 1849. For thirty years it remained the Supreme Law of the Land. Sec. 21 of Article XI required that all major laws be published in Spanish as well as in English, so that it can be stated that during those thirty years California was officially a bilingual state.[18]

DEFINITIONS OF TERMS

For the purpose of this study the following definitions were used:

American of Mexican descent. Refers to persons who were born in the United States of America and whose parents or more remote ancestors immigrated to the United States from Mexico or resided in the northwest region of Mexico that later became part of the American Southwest.

Mexican American. Refers to persons who were born in Mexico and now hold United States citizenship or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forebears who resided within Spanish or Mexican American territory that is now part of the southwestern United States.

Chicano. Another term used to identify members of the Mexican American community in the Southwest. The term has in recent years gained wide acceptance among Mexican Americans especially the youth. It also receives wide currency in the mass media.

Anglo. Refers to all white persons who are not Mexican American or members of other Spanish surnamed groups.[20]

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[20]U.S., Commission on Civil Rights, Teachers and Students, Report V: Mexican American Education Study. Washington, D.C.: Government Printing Office, 1973, p. 5.

Bilingual education. (U.S. Office of Education definition.) Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.[21]

Bilingualism. There have been many attempts to produce an exact definition of bilingualism, but the only agreement among its various users is that it refers to the knowledge and use of two languages by the same persons. Some writers emphasize the use of the languages, e.g., Weinreich (1953), who defined bilingualism as "the practice of alternately using two languages" (similarly Mackey, 1962; Brooks, 1969). Since it is quite possible to be bilingual without using one of the two languages one knows, others have emphasized the knowledge or competence of the speakers, e.g., Haugen (1956), who defined a bilingual as "one who knows two languages" (so also Bloomfield, 1933, who spoke of "control of two languages"). Another difference in the use of the term is that some scholars extend it

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[21]U.S., Department of Health, Education and Welfare, Programs Under Bilingual Education Act, Manual for Project Applicants and Grantees. Washington, D.C.: Government Printing Office, 1971, p. 1.

to include the mastery of more than two languages (in recognition of the fact that the phenomena involved are essentially similar), which is more precisely referred to as multilingualism or polyglossy. By contrast, one who knows only one language is called a monolingual or a unilingual.[22]

Culture. (Encyclopedia of Educational Research, 1960, definition.) "Culture is a distinctively human phenomenon. From the viewpoint of the developing individual, the culture in which he is reared comprises all man-made aspects of his environment. There is, in fact, little in his surroundings which has not been influenced by the actions of his predecessors. The domain of culture is extremely varied, covering not only physical objects but also the language, customs, skills, attitudes, and beliefs which are transmitted from generation to generation by social contacts."[23]

Similarly, Laura Thompson, in her book, The Secret of Culture, defined the complexity of culture as follows:

> The concept of culture is not a simple one. The term stems from the Latin cultivare [italics in the original], to till or cultivate.[24]
>
> . . . . . .
>
> The community itself constitutes the active agent that, by means of building and styling its culture in the course of centuries, has the demonstrated capacity to weld itself into a

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[22]Theodore Andersson and Mildred Boyer, Bilingual Schooling in the United States, Vol. I. Austin, Texas: Southwest Educational Development Laboratory, 1970, p. 8.

[23]Anne Anastasi, "Cultural Differences," Encyclopedia of Educational Research, ed. Chester W. Harris. 3d ed. New York: Macmillan, 1960, p. 350.

[24]Laura Thompson, The Secret of Culture. New York: Random House, 1969, p. 4.

visible, balanced relationship with its particular habitat. From this viewpoint, a culture may be defined as a human group's self-selected and self-tailored problem-solving tool.[25]

[25] Ibid., p.219

ADDITIONAL RESOURCES/BIBLIOGRAPHY

NATIONS . . . HOW THEY TAKE CARE OF THEIR CHILDREN TELLS UNERRINGLY WHO THEY ARE.

GEORGE Z.F. BEREDAY

CURRICULUM DEVELOPMENT
Hilda Taba Model

STEP	
1	DIAGNOSIS OF NEEDS
2	FORMULATION OF OBJECTIVES
3	SELECTION OF CONTENT
4	ORGANIZATION OF CONTENT
5	SELECTION OF LEARNING EXPERIENCES
6	ORGANIZATION OF LEARNING EXPERIENCES
7	DETERMINATION OF WHAT TO EVALUATE AND OF THE WAYS AND MEANS OF DOING IT.

EDUCATIONAL SYSTEM PLANNING
Roger Kaufman Model

1.0	IDENTIFY PROBLEM BASED ON NEEDS
2.0	DETERMINE SOLUTION REQUIREMENTS AND SOLUTION ALTERNATIVES
3.0	SELECT SOLUTION STRATEGY(IES) FROM AMONG ALTERNATIVES
4.0	IMPLEMENT SELECTED STRATEGIES
5.0	DETERMINE PERFORMANCE EFFECTIVENESS
6.0	REVISE AS REQUIRED, WHERE REQUIRED, WHENEVER REQUIRED.

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